DOCUMENT RESUME

ED 286 702 RC 016 435

AUTHOR Dyson, Deborah S.

TITLE Utilizing Available Resources at the Local Level. Fact Sheet.

INSTITUTION ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Feb 83
CONTRACT NIE-400-83-0023
NOTE 4p.
AVAILABLE FROM ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Information Analyses - ERIC Information Analysis Products (071)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adjustment (to Environment); *Community Resources; *Community Services; Educational Resources; Elementary Secondary Education; Employment Opportunities; Extracurricular Activities; Health Services; *Migrant Education; *Migrants; Outreach Programs; Preschool Education; *Social Services; *Youth Opportunities

ABSTRACT

Migrant children should become acquainted with their communities, however briefly they live in them. They should learn what the community represents, the services that a community offers, and how their lives can be improved by making use of those services. Migrant students should have the opportunity for involvement in extracurricular activities so that they might develop special talents and social skills. By adding these components to the basic educational plan, migrant children will gain a better understanding of how education can lead to an improved way of life. Educators who help migrant children adjust to new surroundings will want basic knowledge of children with limited English proficiency as well as information about how migrant children relate to their teachers. As a result of federal and state legislation, many local services are now available to migrants, including a variety of educational programs, health services, and welfare services. Migrant children's understanding of their communities can be dramatically increased by direct contact with community resources and programs by way of field trips and community-focused career education programs. Extracurricular programs for migrant children should consider issues such as transportation and informing parents of available programs. The bibliography cites 10 references, 9 available from ERIC. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MIGRANT EDUCATION

FACT SHEET

ED286702

UTILIZING AVAILABLE RESOURCES AT THE LOCAL LEVEL

BY

Deborah S. Dyson
ERIC/CRESS
February 1983

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC016435

BEST COPY AVAILABLE

MIGRANT EDUCATION

FACT SHEET

UTILIZING AVAILABLE RESOURCES AT THE LOCAL LEVEL

It is an unfortunate but undeniable reality that our educational system has been developed for, and geared toward, the permanent community resident. Until 15 years ago, little or no provision had been made for the education of children of migrant workers. Fortunately, there is now a concentrated effort at all government levels to change this situation.

The migrant student poses a very challenging problem for our educational system today. Educators and administrators are beginning to realize that the migrant student needs more from education than the basics. He needs an education that can be related to every day life, an education that will give hope for a brighter future.

In addition to the regular classroom curriculum, it is important for the migrant child to become acquainted with his community, however temporary it may be. He should learn what the community represents, the services that a community offers, and how his life can be improved by making use of those services. The migrant student should be provided an opportunity to learn career and vocational skills which will increase his employability. And the migrant student should have an opportunity for involvement in extracurricular activities so that he might develop special talents and social skills.

By adding these components to the basic educational plan, the migrant child will gain a better understanding of how education can lead to an improved lifestyle.

How can the migrant student's adjustment to new surroundings be eased?

The first step in educating the migrant child is to assist him in the adjustment to his new environment. Many children experience the transfer from one school to another during the span of their education. The adjustment period is often difficult and may take a temporary toll on the child's progress. Imagine then, the problems a migrant child must face as he shifts from one school to another - perhaps as many as three times a year. Very often the migrant child does not use English as a primary language; he is not accepted readily by his classmates because he is "different"; educational approaches and textbooks tend to vary from school to school; and many times instructors are not willing to bother with a student who will be in the classroom only a few weeks. The result is a child with little confidence and low self-esteem. The high percentage of drop-outs among migrant students, especially at the secondary level, is in many cases due to the student's feelings of isolation, of not being an accepted member of the group. Taking all of this into consideration, it is little wonder that the migrant student is often evaluated as being well below the level of that of his peers.

It is necessary that the migrant child adjust to his new surroundings as quickly as possible in order to avoid further delays in his education. The Jackson County Migrant Education Program in Oregon has produced a handbook which deals with this problem. Entitled Migrant Education-Harvest of Hope, the book covers several topics including basic knowledge of the ESL child, how migrant students relate to their teacher and suggestions for meeting the needs of the ESL child. But most important is the book's underlying message-that the migrant student needs understanding, respect and encouragement.

What community services are available to the migrant child and his parents?

Migrant families are often considered to be non-residents of the communities where they settle during a particular season, and historically, migrants have been denied many community services such as use of health services, public libraries and even recreational facilites. Thanks to Federal and state legislation, many local services are now available to the migrant family.

Education of the migrant child has become a primary concern in most areas. Many communities offer Headstart programs for pre-school age children as well as a variety of special elementary and secondary school programs. Local school districts in some states including Colorado, Oregon and Iowa provide summer school programs for migrant students. Florida school districts waive non-resident tuition payments for migrant students.

Local health departments provide migrant families with a wide scope of diagnostic, therapeutic, and follow-up medical and dental services at low or no cost. In California, migrants may take advantage of mobile health clinics which are able to locate near the people they serve.

Local welfare departments offer assistance through the food stamp program, emergency assistance, and employment training and placement.

In many communities, help for migrant children and their parents can be obtained from clubs, volunteer organizations and church groups in the form of child care, food and clothing.

All of these services are available to the migrant child and his parents, but they do no good if the migrant family is unaware of their existence. There are many good publications available on locating and utilizing community resources. Two such works are worthy of special note: the Referral Handbook of Community Services, published by the Virginia Polytechnic Institute and State University; and the Georgia Migrant Education Support Services Manual, 1981-82, sponsored by the Georgia State Department of Education.

How can community services be used as educational aids?

The migrant child's understanding of his community can be dramatically increased by direct contact with community resources and programs. Not only will the child better understand the role he can play in the community, but this is often an excellent way for community groups to be aware of the needs of the migrant child.

Many instructors have found that the best way to familiarize students with the community is through the implementation of field trip programs. The Vermont State Department of Education has printed a very informative book on the planning and implementation of field trips entitled Using Our Communities, An Outline for Action in Vermont Schools. The book offers suggestions on obtaining local support, planning field trips, and possible sources for trips. In many cases, it may be easier to bring the community to the school. Often personnel from local services such as health or welfare departments are more than happy to come into the classroom to give presentations of their services.

Migrant students at the secondary level benefit greatly from community-involved vocational programs. A book dealing specifically with this subject is available through the Indiana State Department of Public Instruction. Entitled Community Resources Guide-a Bibliography and Guidelines for Use of Community Resources, this handbook offers a wealth of information on developing community-focused career education programs, and includes a bibliography of community resources which can be utilized.

What do extracurricular activities offter the migrant child?

Involvement in a school's extracurricular activities can be an important learning experience for the migrant child as clubs and organized activities often teach the basic concepts and values of society as a whole. Participation in extracurricular programs gives the migrant child an opportunity to develop special skills and talents, promotes a more positive attitude about himself, and develops a more positive attitude toward school in general.

Many migrant children are deprived of participation in extracurricular activities due to transportation problems, home activities, after-school responsibilities, or simply because the parents are not aware of the extracurricular programs available. Some of these difficulties can be overcome by offering activities programs during school hours, by increasing the availability of after-school transportation,and by developing ways to inform parents of extracurricular activities.

In some areas, recreation programs are sponsored by clubs, organizations or through the local parks and recreation office.

In Florida, the Dade County Park and Recreation Department has developed a recreation program aimed directly at migrant children. The facility, which is located close to the migrant camp, offers plenty of adult supervision and activity coordination,including bilingual explanations for games and activities. The program's main goal is to contribute to the mental, physical, and social well-being of the children regardless of language, skin color or physical limitations.

Conclusion

In the past few years great strides have been made in migrant education, and due to a concentrated effort, the enrollment of migrant students has been dramatically increased. The challenge, now, is to make a drastic cut in the number of migrant student drop-outs. By providing the migrant student with opportunities for career education, community involvement, and group interaction, by offering the encouragement and support that he needs, this will be accomplished.

BIBLIOGRAPHY

After Ten Years of Progress, Then What in Migrant Education. The Annual Eastern Stream Regional Conference for Migrant Education (7th, Virginia Beach, Virginia; March 7-12, 1976). A Report. Virginia State Department of Education, Richmond, 1976 (ERIC Document Reproduction Service No. ED 196 615)

Community Resources Guide - Bibliography and Guidelines for Use of Community Resources. Indiana State Dept. of Public Instruction, Indianapolis; 1978 (ERIC Document Reproduction Service No. ED 171 990)

Grady,Joan B. Student Activities...An Extension of the Curriculum. National Association of Secondary School Principals; Reston, VA; Oct. 1981 (ERIC Document Reproduction Service No. ED 209 734)

Hickerson, Mike. Georgia Migrant Education Support Services Manual, 1981-82. Georgia State Dept. of Education, Atlanta; Oct. 1981 (ERIC Document Reproduction Service No. ED 212 447)

Jackson County Migrant Education. Migrant Education - Harvest of Hope. Jackson County Education Service District, Medford, OR; 1981 (ERIC Document Reproduction Service No. ED 212 441)

Kunkel, R. C.; Tucker, S. A. VALE: Value Assessment Latino Education, a Needs Assessment Model for Latino Children. Mar. 1978 (ERIC Document Reproduction Service No. ED 186 200)

Murrow, Casey, Ed. Using Our Communities. An Outline for Action in Vermont Schools. Vermont State Dept. of Education, Montpelier; Jan. 1977 (ERIC Document Reproduction Service No. ED 174 371)

Myers, Renny J. Referral Handbook of Community Services. Virginia Polytechnic Institute & State University, Blacksburg; May, 1979 (ERIC Document Reproduction Service No. ED 179 839)

Romano, Tina. Recreation Reaches a Migrant Community. "Parks and Recreation", Vol. 13, No. 8 (Aug. 1978)

Stockburger, Cassandra. Community Services for Children of Migrant Farm Workers: A Status Report. National Organization for Migrant Farm Children, Inc., New York; Nov. 1977 ERIC Document Reproduction Service No. ED 153 750)

Materials cited by ED number can be obtained from your nearest ERIC microfiche collection. For further information, contact ERIC/CRESS, Box 3-AP Las Cruces, NM 88003 (505) 646-2623.

Prepared by:
Deborah S. Dyson
ERIC/CRESS
February 1983

The National Institute of Education

This publication was prepared pursuant to a contract with the National Institute of Education. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the clearinghouse's parent organization or the National Institute of Education.